



UNC
GREENSBORO

Department *of*
Social Work

BSW STUDENT HANDBOOK

2021 – 2022

Welcome to the UNCG Bachelor of Social Work Program

The Faculty and Staff of the UNCG Department of Social Work welcome you to the UNCG Bachelor of Social Work Program. We are the oldest, continuously accredited and largest Bachelor of Social Work program in North Carolina. Our Joint Field Instruction program is built upon a successful 30-year relationship between our program and the North Carolina Agricultural and Technical State University (N.C. A&T) BSW program. Students are taught by a diverse faculty with many years of experience in both social work practice and academia. We work to meet the learning needs of individual students in our program while ensuring that our program meets national accreditation standards. Our program is fully accredited by the Council on Social Work Education.

During your educational process, you will find that all of our faculty look forward to helping you reach your goal of earning a Bachelor of Social Work degree from our program. We do expect that you work diligently in your courses and in your field instruction. Please take the time to review the material contained in this *Student Handbook*. If you have any questions, I encourage you to contact your educational advisor.

Again, welcome to our program. Our faculty members are excited about your participation and we look forward to working with you during the coming semesters.

UNCG BSW Faculty and Staff

DEPARTMENT CHAIR

[Yarneckia Dyson, Ph.D.](#)

BSW DIRECTOR

[Daniel Rhodes, Ph.D., LCSW](#)

BSW FIELD DIRECTOR

[Michael Thull, MSW, LCSW](#)

BSW FACULTY

[Judith Leitch, Ph.D., LICSW](#)

[Fran Pearson, RN, BSN, MSW, LCSW](#)

[Meredith Powers, Ph.D.](#)

[John Rife, Ph.D., ACSW](#)

[Tyreasa Washington, Ph.D., LCSW](#)

[Elizabeth Webb, MSW, LCSW](#)

STAFF

Administrative Support Associate

Charletha Jorda

Business Coordinator

April Taylor

Administrative Support Associate

Connie Miller

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HISTORY, MISSION, AND PROGRAM GOALS

The faculty congratulates you on your decision to join the BSW program! Social work is a rewarding profession that has real opportunities for employment at both the graduate and undergraduate level. Please check out the NASW website: www.socialworkers.org

Introduction

This is the Bachelor of Social Work Program (BSW) *Student Handbook*. This handbook is not intended to substitute for the Academic Bulletin nor for the Student Handbook of the university. The purpose of this handbook is to serve as a resource and reference book for students enrolled in the BSW Program. It provides important information on many topics that directly affect the social work student.

Students are urged to read this material thoroughly. Inquiries regarding matters in this handbook are welcomed and should be directed to the BSW Program Director(s) or to your educational advisor.

History

UNCG has a special place in public higher education in North Carolina. In 1891, North Carolina chartered a normal school for women in Greensboro. The foremost purpose of this institution was to train white women to teach in public schools across the state. Other major courses of study included home economics, music, and physical education. After a series of name changes, this institution became *The Women's College of the University of North Carolina*. The school did not become co-educational until 1963. In 1971, when the North Carolina General Assembly combined all sixteen state-supported institutions of higher education into a single system, the name was changed to *The University of North Carolina at Greensboro* (UNCG).

UNCG has a long-standing commitment to the liberal arts in undergraduate education. The University is also a doctoral degree-granting institution with unique authorization to concentrate its resources on a select number of doctoral programs. These characteristics provide the foundation for carrying out a special institutional mission: to promote excellence in mutually supportive graduate and undergraduate education to men and women of every race, and to achieve national recognition in selected programs.

UNCG has partnered with North Carolina Agricultural and Technical State University (N.C. A&T) in the undergraduate social work field instruction program, which has existed since 1973. In addition, the two universities have operated a Joint Master of Social Work (JMSW) Program since 1997. The proximity of the two campuses provides for effective use of mutual resources and the opportunity for students to experience diverse cultural university environments.

BSW Program Mission and Program Goals

Mission

The following mission statement was adopted by the faculty in fall 2020.

Mission of the UNCG BSW Program

The mission of the BSW Program is to prepare culturally competent, ethical social workers who embody the core social work values as described in the National Association of Social Workers Code of Ethics. These core values include; service, social justice, the dignity and worth of the person, the importance of human relationship, integrity, competence, human rights, and scientific inquiry. Human rights and social justice are key components of what social workers intentionally engage in, and an important part of our mission is for students to actively apply these values and ethics in their social work practice. Learning takes place within an intentional, collaborative community that respects and embraces diversity, equity and promotes inclusive excellence. We prepare students to engage with others at the intersection of culture, race, gender, and class, to promote healthy functioning for individuals, families, groups, organizations, and communities. Our goal is the transformation of personal history into professional identity through mentoring, teaching, research, and lifelong learning, and our signature pedagogy – field education. Faculty promote social, economic, racial, and environmental justice through research, engaged scholarship, and collaboration with social services agencies.

Goals

1. Prepare students to become competent, engaged social workers who demonstrate the knowledge, ethics, values, and skills of the profession and work towards human rights and social justice.
2. Prepare students to work effectively with diverse and historically and currently oppressed groups.
3. Prepare students to facilitate inclusion at all systems levels—individual, family, group, organization, and community.
4. Create a learning community that respects diversity and promotes inclusion.
5. Engage with social service agencies and other community institutions to promote social change.

General Information

Admission to the University does not constitute acceptance to the department. Academic credit is not awarded for life or work experience. Community social work agencies cooperate with the Department of Social Work in providing field work experiences for the students. The number of students placed for field instruction is determined by the availability of these resources. At times, there may not be an approved site for student placement and there may be delay in meeting that part of the graduation requirements.

Students enrolled in the field instruction courses are individually responsible for their own transportation to and from community agencies. Students are required to provide proof of liability and malpractice insurance. Malpractice insurance information is available in the departmental office.

Students who fail to enter senior year field instruction within two years of completion of all Bachelor of Social Work foundation courses (SWK 215, 310, 311, 315, 325, 351) must reapply for admission to the social work program. The Director of the Bachelor of Social Work program in consultation with the student and faculty will decide what social work courses, if any, must be repeated prior to reapplying for admission to field instruction.

Students who enter field instruction and fail to successfully complete it must reapply for admission to field instruction within two years of completion of all Bachelor of Social Work foundation courses (SWK 215, 310, 311, 315, 325, 351). If more than two years elapse, the student must reapply for admission to the social work program. Students who have previously entered field instruction and have not successfully completed it may only reapply once for readmission.

THE BSW CURRICULUM

The BSW curriculum is organized to provide students with a theoretical and applied education in social work to enhance and promote generalist social work education. The program is designed to ensure that all students will be prepared to engage in social work practice with individuals, families, small groups, organizations, and communities, all of which include diverse cultures.

This section of the *Handbook* will describe competency-based social work education, as required by our accrediting body, the Council on Social Work Education (CSWE), and provide an overview of the curriculum, including the concept of field education as the signature pedagogy of social work education.

Competency Basis of the Curriculum

The BSW Program's competency-based curriculum has been designed to comply with the Council on Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS), as revised in 2015. A copy of the EPAS can be found here:

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx

CSWE has delineated 9 core competencies that must be adequately addressed in all BSW and MSW curricula. These are listed in Appendix A. The BSW curriculum provides the professional generalist foundation necessary to prepare students for practice as generalist social workers, including a 440-hour field internship. Descriptions of all BSW courses are in Appendix B.

The Generalist Approach to Practice

Because generalist practitioners must be prepared to work with a variety of complex practice situations, they must be able to draw from a wide range of theories, assessment tools, intervention approaches, knowledge, and skills. An evidence-based approach to social work practice involves selecting appropriate interventions based on empirical evidence as well as the client's goals, needs, and preferences. Regardless of the intervention theory or approach, BSW students learn to incorporate an ecological, strengths-based perspective to engagement, assessment, intervention, and evaluation.

The ecological perspective considers the context of a client's life and problems. It does not situate problems within people but focuses on identifying and building on client strengths and resources as well as assisting clients to develop strengths and resources they do not already possess. This approach considers the nature of the client system, problems, strengths, and desires, as well as the most recent practice research in determining the most appropriate intervention strategies.

Within the BSW Program, the generalist perspective is based on the following attributes:

Professional generalist social workers:

1. Use a structured problem-solving model for effective engagement, assessment, intervention, and evaluation;
2. Work with all sizes of client systems, including individuals, families, groups, organizations, and communities;
3. Engage in critical thinking about evidence-based practice outcomes;
4. Use knowledge of the person in environment to establish positive relationships with clients, foster strengths, and promote planned change;
5. Adhere to the *NASW Code of Ethics* and practice with integrity;
6. Respect and embrace diversity;
7. Identify strengths within contexts that shape practice; and
8. Promote social and economic justice through policy and practice.

Field Instruction as Signature Pedagogy

According to CSWE (2015), “Signature pedagogies are elements of instruction and of socialization that teach future practitioners the fundamental dimensions of professional work in their discipline—to think, to perform, and to act ethically and with integrity” (p. 12). In social work, this signature pedagogy is field education.

Students are assigned to a social service agency where they are supervised by a social work field instructor or other field instructor of an appropriate profession. Students are in field Tuesdays and Thursdays from 8-5 both fall and spring semesters of the senior year for a total of 440 hours over the course of the academic year.

The BSW Degree

Degree: Bachelor of Social Work

Required: 120 semester hours, to include at least 36 hours at or above the 300 course level

Available Concentrations and AOS Codes:

Social Work, U894

School Social Work with Special Subject-Area Teacher Licensure, U895

The purpose of the Social Work major is to prepare students for entry level generalist practice in social work. This is a professional program of study which is strongly grounded for the first two years in liberal arts; the second two years focus on the professional curriculum. The program prepares students for work with individuals, families, groups, organizations and communities.

Accreditation:

The program is accredited by the Council on Social Work Education for an eight-year period ending in June 2029.

Overview of the BSW Curriculum

Students who are interested in the BSW major begin by taking SWK 215, Introduction to Social Work, usually in the sophomore year. As part of that course students prepare documents they can use to apply to the program. Although students may declare social work as a major, until they have been formally accepted into the program, they are not considered to be social work students.

During the junior year, students take courses on social policy and services, human behavior and the social environment, diversity, and research. In the spring of their junior year they take SWK 351, Professional Skills, which prepares them for their senior practice courses and for field instruction.

During the senior year, students take two practice courses. SWK 411, taken in the fall semester, focuses on social work practice with individuals and families. SWK 412, taken in the spring semester teaches social work practice with groups, communities, and organizations. Also, during the senior year, students take two social work elective courses. Students take field instruction courses both fall and spring of their senior year.

Following is the Suggested Educational Plan for Social Work majors.

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
DEPARTMENT OF SOCIAL WORK
WWW.UNCG.EDU/SWK
Suggested Educational Plan (updated 7/2019)

For transfer students, refer to this website: <http://admissions.uncg.edu/students-transfer.php>

Freshman Year

First Semester (Fall)

Literature (GLT)	3
Fine Arts (GFA)	3
R&D (ENG 101/FMS 115)	3
PSY 121	3
GL/GN	3
15	

Second Semester (Spring)

Historical Perspectives (GHP)	3
Sociology 101	3
HDF 212	3
R&D (CST 105/ENG 102)	3
GN	3
15	

Sophomore Year

Third Semester (Fall)

SWK 215	3
Soc & Beh (ECO 101 or ECO 201)	3
Natural Science (GNS) + lab	4
Foreign Language/Diversity	3
Elective	1 - 3
13 - 16	

Fourth Semester (Spring)

PSC 200	3
BIO 105 or 111 or ATY 253* (see note)	3
Philosophical (GPR)	3
Foreign Language/Diversity	3
GL/GN	3
15	

Junior Year

Fifth Semester (Fall)

SWK 310 Fall Only	4
SWK 311 (GSB) Fall Only	3
Math (STA 108) (GMT)**(see note)	3
GL/GN	3
Elective or PCS 308	3
16	

Sixth Semester (Spring)

SWK 315 Spring Only	3
SWK 325 (WI) Spring Only, Admitted Only	3
SWK 351 (SI) Spring Only, Admitted Only	3
Elective or PCS 318	3
Elective	3
15	

Senior Year

Seventh Semester (Fall, Full-time)

SWK 411	3
SWK 413	5
SWK 415	1
SWK 4** or Approved Upper Level Elective	3
Elective	3
15	

Eighth Semester (Spring, Full-time)

SWK 412	3
SWK 414	5
SWK 416	1
SWK 4** or Approved Upper Level Elective	3
Elective	3
15	

Total hours: 120

OR, **SWK 250 and a GMT at the Math 112 level or higher

Courses in italics are Related Area/Cognate courses, which must be taken by spring semester Junior year.

Students must take one Speaking Intensive course *outside* of the major, and one writing intensive *outside* the major and four Global/Global Nonwestern courses (at least one of which *must* be Global Nonwestern) to fulfill the University's General Education Curriculum requirements. GNS course requires one lab. BIO 105 & 111 does not require a lab, *ATY 253 requires their ATY lab.

SWK Admissions, Field Instruction, and Graduation Requirements

Admission to the Social Work Major

The student who wishes to formally declare Social Work as a major should consult with the Undergraduate Program Director. Admission to the major is based upon:

- Completion of SWK 215 with a C or better
- A minimum GPA of 2.5
- Completion of at least 51 credit hours
- **Current enrollment in BOTH, SWK 310 and SWK 311 OR** completion of SWK 215, 310 and 311 with a C or higher (if either SWK 310 or SWK 311 is full, contact the BSW Director)
- Completion and submission of an official application, including the Student Acknowledgement and Acceptance of Procedures and Policies form (Appendix D of this document) for admissions by **December 7th**

Admission is competitive and limited. Decisions concerning admission are announced by January 1 and are effective with the beginning of the fall semester. ***Cognates must be completed by end of spring semester of junior year.***

Admission to Field Instruction

There are additional requirements to be admitted to the Field Instruction Program, as follows:

1. Prior admission to the Social Work Major
2. Completion of the following courses or their equivalent: BIO 105 or 111 or ATY 253, ECO 101 or 201, HDF 212, PSC 100, PSY 121, STA 108 or SWK 250, SOC 101, and completion of the Department's culture and diversity requirement.
3. Completion of 84 Semester Hours with a 2.50 grade point average
4. Satisfactory completion of all early field experience requirements
5. Satisfactory completion of SWK 215, 310, 311, 315, 325, and 351, with a minimum grade of C. No Social Work course may be taken more than twice.
6. An application process and approval of the Director of Field Instruction

Graduation Requirements

To receive a bachelor's degree in social work, students must complete a minimum of 122 credit hours. Forty-one of these hours must come from social work courses and 27 from related areas (cognates) and cultural diversity courses. In order to graduate, students must achieve a minimum grade point average of 2.0. Students should consult with their advisor on a regular basis to ensure that you meet requirements for graduation.

Independent Study

Under specific circumstances, the BSW Program offers independent study opportunities through SWK451, *Special Problems in Social Work*. This course may include a special project, topic, or investigation related to the interest of the student. Before considering an independent study course, students should discuss this option with their assigned educational advisor. The student must get approval of a full-time faculty member who will agree to direct this study. Please note that the faculty member **does not** receive additional compensation and assumes additional responsibility for this undertaking.

Procedures

A completed Permission to Register for Independent Study form (online from Registrar Office: <https://www.uncg.edu/reg/Forms/IndependentStudyPermission.pdf>) must be completed before a student may receive permission to register for an independent study course. The student must get the approval of a faculty member who will assist in planning the work, oversee progress, help with any difficulties that may arise, and evaluate outcomes. The faculty's research or teaching interest should complement the area of study. Once the faculty member and student have signed the form, it should be submitted to the BSW Program Director.

The instructor is expected to maintain regular contact with the student during the semester. Only up to three (3) credit hours are granted for an independent study course. The course can be repeated for credit in relation to a different topic.

School Social Work Licensure Program

Students interested in pursuing a career in school social work may apply for Licensure in School Social Work. The North Carolina Department of Public Instruction requires that all social workers hired for School Social Work positions must be licensed or be eligible to sign a provisional contract for School Social Work Licensure. Students in the licensure program must complete their BSW internship in an approved school social work setting.

School social work is an exciting and rewarding field of practice for those interested in working with elementary, middle, or high school level students and their families. Much of the work in this field involves preventive or early intervention work, which often increases the success of social work services.

Our social work program is not approved for "licensure only" applicants. We can only provide licensure to students who are currently in the BSW program. Alumni are also ineligible to return & seek this licensure. The BSW School Social Work website is:

<https://hhs.uncg.edu/swk/undergraduate-studies/school-social-work/>

License Eligibility

Students eligible to be considered for admission to this program must be accepted as social work majors, have successfully completed SWK 215: Introduction to Social Work, SWK 310: Social Policy and Services, and SWK 311: Human Behavior and Social Environment (minimum grade of a

C) and have an overall minimum GPA of 3.0. Students must submit an essay about why they would like to pursue the School Social Work licensure.

Application Procedure

- Professor Elizabeth Webb, Coordinator of the School Social Work Licensure Program, meets with students in the fall semester of the junior year to review application procedures and answer questions.
- BSW students who want to apply to this program should go to the School Social Work website and download the *Handbook for School Social Work: Undergraduate Licensure Program* which provides requirements for this program and steps to follow for the application process.
- Students must complete the application by **5:00 p.m. on January 17, 2020** (eligible students must be in the spring semester of their junior year by this deadline).
- Students can access the application from the School Social Work website: <https://hhs.uncg.edu/swk/undergraduate-studies/school-social-work/>
- Students who are accepted will have their paperwork forwarded to the UNCG Teacher Education Program and the Co-Directors of Field Education.
- Placements in school settings for the senior year internship will be arranged by the Co-Directors of Field Education.

Licensure Requirements

During senior year, students must complete their academic year long field instruction in a school setting (SWK 413 & SWK 415). School internships will be arranged by the Co-Directors of Field. Students must successfully complete, with a minimum grade of B, the following coursework: SWK 582: School Social Work and ELC 381: The Institute of Education.

After students graduate and final transcripts are released by the Registrar's Office, the UNCG Student Services and Advising Office contacts students with steps to apply for the school social work License "A."

Questions may be directed to Professor Elizabeth Webb at edwebb@uncg.edu.

ONGOING PROGRAM ASSESSMENT

The BSW faculty believe in the importance of ongoing program assessment in order to assure the effectiveness and relevance of the curriculum. Furthermore, one of the Educational Policy Standards that all programs must meet to retain accreditation by the Council on Social Work Education is related to assessment. In addition, the University requires programs to report student learning outcomes on a regular basis.

The assessment plan for the BSW Program assesses both the explicit curriculum (the formal educational structure, including courses and how they are organized and taught) as well as the environment within which learning occurs (implicit curriculum). Following is a brief description of some of the most important elements of the assessment plan.

BSW Curriculum Evaluation Plan

The BSW faculty members have designed an assessment plan that assesses student performance on the nine CSWE competencies by directly measuring the 31 generalist behaviors associated with those competencies. All behaviors are evaluated by two embedded measures: the final field evaluation and an embedded course assignment. The embedded measures are assignments from BSW courses that measure a specific behavior.

After field instructors have completed the final field evaluation at the end of spring semester, the program's Assessment Coordinator downloads that data into an Excel file for analysis. At the end of each semester, course instructors enter ratings (1-5) for the embedded measures associated with the courses they are teaching into an Excel file. The ratings on embedded measures do not influence students' course grades.

The program's Assessment Coordinator combines field and course data to arrive at overall scores for individual behaviors and composite scores for the nine competencies. These analyses are conducted at the end of each academic year. BSW faculty review these results in an early fall meeting to make decisions about curriculum changes that need to be made to address areas where students are not meeting benchmarks. The assessment results are published on the program's website (per CSWE requirement) and sent to the University's Office of Academic Assessment. No individually identifying information is included in any of these reports.

Evaluation of the Learning Environment (Implicit Curriculum)

According to CSWE (2015), a program's learning environment consists of "the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty administrative structure and resources (p. 14)." The BSW Program monitors all of these elements. Following are brief descriptions of some of the ways in which we assess the learning environment, by gathering information from current and former students.

Student Satisfaction

The BSW Program Director and Field Directors meet a minimum of once per semester with students to monitor student satisfaction with the elements of the learning environment that are directly relevant to their ongoing educational experience, including advising, governance, and issues related to progress in the program (e.g., area of concentration choice, registration for graduation, etc.). Based on this evaluation information, program or curriculum modifications may be initiated.

Student Progress and Retention

During each semester, faculty review the performance of individual students based on grades, interpersonal skills, cognitive skills, communication skills, values and ethics, and, where applicable, field supervisor ratings of student field performance. This information is used to assess whether students, individually and as a cohort, are meeting the competencies. Results from this assessment may be used in advising with individual students as well as a basis for modification of individual courses or methods of instruction. Additionally, students who exhibit problem behaviors in the classroom are engaged using the Unprofessional Behavior and Corrective Plan Form (See Appendix C).

Evaluation of Field Instruction Program

At the end of each program year, the BSW Co-Directors of Field Instruction review the performance of field instruction agencies and supervisors to determine whether these agencies are providing effective field instruction and meeting the CSWE standards for field instruction. If they are not, the Co-Directors of Field Instruction meet with the agency to assess the situation and design a solution. Should the agency no longer be able to meet established standards for field instruction, the agency will not be used by the BSW program.

BSW Program Advisory Board

BSW faculty believe that it is essential to have on-going input regarding BSW Program policies, practices, and procedures from practitioners in the field. As a result, 10 area practitioners have been invited to serve on the BSW Program Advisory Board which meets twice a year, once in the fall semester and again in spring semester. Some of these committee members are BSW alumni who are able to provide particularly helpful guidance and input to the program since they are former students and are currently practicing in the field. In addition, some members of this committee are also current field instructors who can provide input particularly around field practices and policies. The Student Organization leadership serves on this advisory committee to provide the current student perspective. The BSW faculty strongly believe that this program will progress and stay relevant only if ongoing input is elicited from both practitioners, alumni, and current students.

BSW POLICIES AND PROCEDURES

Students should carefully read this section to ensure they understand program and university policies and procedures.

Non-Discrimination

The BSW Program is committed to equality of educational opportunity and does not discriminate against applicants, students, or employees on the basis of race, class, color, gender, age, creed, ethnic or national origin, family structure, marital status, religion, sex, disability, political orientation, sexual orientation, or any other targeted characteristic.

Sexual Harassment

The University is committed to providing and promoting an atmosphere in which employees realize their maximum potential in the workplace and students can engage fully in the learning process. Accordingly, sexual harassment is prohibited. Sexual harassment is defined as deliberate, unsolicited, unwelcome verbal and/or physical conduct of a sexual nature or with sexual implications. The definition does not include personal compliments welcomed by the recipient or relationships which are freely entered into by both parties by Section 703 of the Title VII of the Civil Rights Act, and North Carolina General Statute 126-16 (in the case of employees) and Title XI of the education Amendment Act of 1972 (in case of students). For complete university policy on sexual harassment and grievance procedures, see appropriate sections of UNCG's *Policies for Students*. <http://titleix.wp.uncg.edu/>

Social Media

Students and faculty are expected to utilize social media in a responsible manner, in accordance with emerging guidelines from NASW. Here is a link to those guidelines: https://www.socialworkers.org/includes/newIncludes/homepage/PRA-BRO-33617.TechStandards_FINAL_POSTING.pdf

In most cases, faculty will not engage in cyber “friendships” with current students; though social media may be employed in a professional way for recruitment and communication purposes.

Student Participation

BSW faculty believe that students are the keystone in the structure and operation of the program. Students in the BSW Program are encouraged to be involved in many aspects of the life of the program including the student organization and various activities on UNCG campus and the surrounding communities. The Program Director, the Field Director, and the faculty advisor attend BSW Social Work Student Organization meetings to solicit input from students on program development and student satisfaction.

BSW Student Organization

The social work student organization, BSW Student Organization (SWSO), is the vehicle which serves as the communication link between students and the program. All BSW students are encouraged to be active in the SWSO. Through the student organization, students plan group activities and programs, implement ideas, raise issues, solve problems, and provide ongoing feedback to the BSW Program and Field Directors regarding students' program concerns and suggestions. The organization is one of the mechanisms through which the elected student officers provide ongoing input into program policy, practices, and procedural changes by serving on the BSW Program Advisory Board. Student officers are expected to elicit input from their respective class groups so they can represent the views of the student body at these meetings. Officers of SWSO are elected annually at the conclusion of the Spring semester.

Student Participation in the BSW Program Advisory Board

Another way that students have input into the program is through service on the BSW Program Advisory Board which meets twice a year. All elected student officers serve as ex officio members of the BSW Program Advisory Board, which also includes program alumni, field instructors, and other key social workers in the community that can advise faculty on program policies, procedures, and curriculum changes.

Student Rights

Please refer to the University Catalog for information on policies related to student rights: <https://osrr.uncg.edu/>. Students in the BSW Program are afforded all human rights, and it is expected that all students, staff, and faculty will collaborate to create an environment of respect and civility.

Students have the right to participate in the life of the BSW Program through involvement with the student organization, activities on the campus of UNCG, and through participation with faculty in evaluation and improvement of many aspects of the BSW Program.

Students have the right to voice concerns about personal or program issues using both formal and informal methods. See the section in this handbook entitled *Complaints and Grievances* for more information.

Students have the right to appeal grades and to appeal suspension or termination due to unprofessional behavior or impairment. For more information, see the procedures outlined under *Right to Appeal a Grade* and *Unprofessional Behavior and/or Impairment* in this *Handbook*.

Academic Advising

BSW advising is an essential component of student success in the program. Advising is provided to assist students in the development of meaningful educational plans that are compatible with their professional goals and the mission of the BSW Program. Each student is assigned a faculty advisor. Faculty provide ongoing advising and mentoring for students throughout the academic

year.

Once each semester the BSW program establishes advising days where computer labs are reserved, and students can sign up for advising sessions. The BSW Director walks students through registration requirements and details advising issues for each student year. BSW faculty attend these advising sessions and work with students one-on-one with academic advising, course search, along with university and social work requirements. In addition, the BSW Director and BSW Field Director have open office hours in the week after scheduled advising periods to work with students who need more advising support. The BSW Director also presents to our *Introduction to Social Work* course around the advising period to help orient prospective BSW students to the requirements for the Social Work major and help students map out a plan for their Social Work academic career.

The academic advising system in the BSW Program is guided by the following principles:

1. Each student will have a faculty advisor.
2. Student advising offers a continuing relationship between the advisor and the student. This relationship is based on knowledge both of the BSW Program and of the student's educational needs, career goals, personal strengths, areas of potential difficulty, and preferred learning patterns.
3. Each student engaged in field education will also have a faculty liaison. This role is reviewed in the field section of this *Handbook* and in the *BSW Field Education Manual*.

The academic advising system is based on the following roles and responsibilities:

Faculty Advisor Responsibilities

1. The faculty advisor should guide the academic and professional development of advisees.
2. The faculty advisor should orient advisees to the BSW Program's mission and curriculum.
3. The faculty advisor should assist students with selecting electives.
4. The faculty advisor should meet with each advisee each semester as needed, remain abreast of the advisee's progress, and be available to counsel advisees regarding any concerns.

Student Responsibilities

1. Students should initiate contact with their advisors as needs arise and bring to their attention issues and circumstances in which they need information, assistance, or clarification.
2. Students should identify areas of concern regarding any aspect of the educational experience.
3. Students should view their advisors as resources who can make appropriate referrals to other services as needed.

4. Students should consult with their faculty advisor regarding questions about course work or their faculty field liaison regarding issues with field; however, the ultimate responsibility for assuring completion of course and field work in the proper sequence and in a timely manner lies with students.
5. Students should register for classes in accordance with the curriculum sequence and if questions arise, students should contact their advisor and/or the BSW Program Director to resolve issues with registration.
6. The faculty advisor is not a personal counselor. The faculty advisor may assist in referring students to a personal counselor if appropriate.

Reassignment

Students frequently develop relationships with faculty who serve as informal mentors and advisors for curricular, field, career, and personal needs and may wish to change faculty advisors to strengthen and maintain these relationships. To change faculty advisors, students should notify the BSW Director, who will reassign student to a different advisor.

Special Circumstances Related to Advising

Academic Concerns

If a student is experiencing concerns related to academic performance identified by either the student or an instructor, the faculty advisor may be asked by the BSW Faculty Committee to discuss the concerns with the student. If the advisor is involved in circumstances that surround the concern (e.g., the assigned advisor is the instructor of the course where the concern is noted), either the current advisor or student may request that another faculty member serve as advisor by alerting the BSW Program Director. The BSW Program Director should make the reassignment and ensure that the student is able to meet with the new faculty advisor. Any grievances should follow due process as outlined in the section on grievances in this *Student Handbook*.

Field Education

The faculty advisor should be a resource for students in field education; however, the primary point of contact for students in field education is the faculty field liaison. If a field concern arises for a student in which the faculty field liaison serves in a dual role (e.g., field instructor and field liaison or field liaison and Co-Director of Field Instruction) then the student or faculty member can request to meet with the BSW Program Director instead to address and resolve the issue. Please see the *Field Education Manual* for details regarding the role of the faculty field liaison.

Coursework and Program Standing

If circumstances arise that warrant dropping a course or withdrawing from the program of study, the student should notify the faculty advisor immediately. The advisor should review the circumstances and make a recommendation to the student based on the review. If academic concerns are an issue, please see the section above.

Grading

BSW courses, including field instruction courses, are graded on a scale from A to F. The grading scale used in the BSW Program is below:

Percentage	Grade Earned
95% - 100%	A
90% - 94%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
59% and below	F

The grade of “I” may also be given in courses where the student is unable to complete course requirements by the end of the term in which the course was offered. Note: Students cannot be placed in field until all incompletes are resolved. If an incomplete occurs in the first semester of field, it must be resolved before classes begin in January course continuation/admission decisions. The UNCG policy on incomplete grades is in the University Catalog: <https://catalog.uncg.edu/academic-regulations-policies/undergraduate-policies/grading/>

Removal of Incomplete Grade

An Incomplete grade may be removed by completion of the deferred work. A student should not reregister for the course in order to remove the Incomplete. An Incomplete received during a semester or in summer session must be removed within six months from the last day of examinations in the term in which the course was taken. Current deadlines for removals of Incompletes are published each semester in the *Registration Guide*, and on the University Registrar’s Web site: <https://reg.uncg.edu/>

An Incomplete that is not removed within the prescribed time limit is automatically converted to an F by the University Registrar. If the Incomplete is not removed within the required six months, it will be converted to F at the end of that period of time. When an Incomplete is removed, it will be replaced by a traditional grade, or, in certain designated courses, by P, NP, S, or U.

Right to Appeal a Grade

Students who wish to appeal a grade should follow the procedures outlined by the university.

This link will provide more information about the grade appeal process:

<http://sa.uncg.edu/student-grievance-and-appeals-policies-and-procedures/>

Note that grievances that are not related to grading are addressed below under *Complaints and Grievances*. The process for appealing suspension or dismissal due to unprofessional behavior or impairment is addressed under the *Unprofessional Behavior and/or Impairment* section of this handbook.

Academic Ineligibility, Suspension, and Termination

Students must have an overall grade point average 2.5 or better at the time of their admission to the major and at the time they apply for admission to field instruction. The BSW faculty review students' academic and professional performance through the Student Advancement Committee, which meets during faculty meetings or more often as required. When a student's academic or professional performance causes concern, the educational advisor or Program Director will notify the student. When possible, faculty will assist the student to develop a plan for remediation.

Note that students have the right to appeal a grade as outlined in the *Right to Appeal a Grade* section of this *Student Handbook*.

Unprofessional Behavior and/or Impairment

Students may also be suspended or dismissed from the BSW Program due to unprofessional behavior or impairment. Unprofessional behavior is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in the National Association of Social Workers (NASW) *Code of Ethics* or the standards of personal behavior as presented in the *Student Code of Conduct* at the University of North Carolina at Greensboro (<https://sa.uncg.edu/handbook/student-code-of-conduct/>).

Examples of Unprofessional Behavior

Unprofessional behavior is defined as the inability or unwillingness on the part of a student to abide by the standards of professional conduct delineated in NASW *Code of Ethics* or the standards of personal behavior as presented in the UNCG *Student Code of Conduct* (<https://osrr.uncg.edu/wp-content/uploads/2021/08/Student-Code-of-Conduct-8-13-21-1.pdf>).

Behaviors which may indicate a lack of professionalism may include, but are not limited to, the following:

1. Unethical professional behavior (i.e., as delineated in the NASW Code of Ethics)
2. Threat of physical harm to self or others.

3. Discriminatory behavior or harassment toward others on the basis of race, gender, age, sexual orientation, disability, or any other characteristic that is protected by law or University policy.
4. Inability to accept appropriate evaluation from superiors or to modify one's professional behaviors as requested.
5. Habitual tardiness to class or to an internship.
6. Habitual unexcused absences from class or from an internship.
7. Impaired judgement, decision-making, or problem-solving in one's professional life (also see *Examples of Impairment* below).
8. Inappropriate or disruptive behavior toward colleagues, faculty, staff, peers, or clients.
9. Consistent failure to demonstrate interpersonal skills necessary to form effective professional relationships.

Examples of Impairment

Conditions which may indicate impaired ability to function professionally as a social worker may include, but are not limited to, the following:

1. Personal problems that affect functioning.
2. Psychosocial distress, substance abuse, or mental health conditions that affect functioning.
3. Medical conditions that affect functioning.
4. Other conditions or circumstances that affect functioning.

Suspension or Dismissal from the BSW Program Due to Unprofessional Behavior and/or Impairment in the Classroom

Following are the procedures to be followed in a situation involving possible unprofessional behavior and/or impairment of a BSW student that presents itself in the classroom setting.

1. When a faculty member becomes aware that a student may be professionally impaired or is exhibiting unprofessional behavior in the classroom setting, the faculty member will immediately initiate a conference with the student. At this meeting the faculty member will inform the student of details regarding the unprofessional behavior or impairment that is causing concern and will obtain the student's perception of the problem behavior. The faculty member should also inform the student about the specific changes that are expected of him/her in terms of this behavior and the date at which such behavior will be re-evaluated.
2. Using the Unprofessional Behavior and Corrective Plan Form (Appendix C), the faculty member will prepare a written summary of this conference and send it to the student and the student's educational advisor and place a copy in the student's file. The summary will include a description of specific behaviors or incidents which are deemed problematic and a plan, including targeted goals with the date of re-evaluation, to restore professional standards on the part of the student. The faculty member will also indicate in writing to the student the consequences if the problem is not resolved.

3. If, in the professional judgment of the faculty member, a student has failed to make sufficient progress in following the written plan, the faculty member will discuss the student during the next BSW faculty meeting as part of the student advancement discussion. The BSW faculty will decide if the student is professionally impaired to the extent that suspension or dismissal from the BSW Program is necessary.
4. In cases that involve issues related to campus safety, the Program Director will notify and consult with the Dean of Students. See this link for more details on what behaviors are related to campus safety: <https://sa.uncg.edu/dean/>. The Dean of Students may request a meeting with the student to further assess the situation.
1. The BSW Program or Field Director will communicate any decision regarding suspension/dismissal from the BSW Program to the student in writing and place a copy of the letter in the student's file.
2. Notwithstanding steps 1 – 5 above, serious unprofessional behaviors and/or impairment, such as extremely rude or threatening outbursts or behavior, illegal activities, intoxication, possession, distribution, sale, and/or use of illegal drugs, and words or conduct that indicate a propensity to harm self or others may warrant immediate faculty intervention and/or dismissal from the program.
3. In all instances where a decision is made to suspend or dismiss the student from the BSW Program, the student may appeal this decision (see below).

Process for Resolving Student Performance Problems in Field

When unprofessional behavior and/or impairment surface in the field, the following process should be followed:

1. First, the student and field instructor discuss the problem and devise a remedy.
2. The field instructor works with the student around practice and learning issues.
3. If the field instructor sees little or no progress within a reasonable period of time, the field instructor contacts the faculty liaison immediately.
4. The student, field instructor, and faculty liaison discuss the problem. The faculty liaison will generally intervene with both the student and field instructor, sometimes jointly, to clarify the problem and suggest ways of improving the situation, including establishing a timeline and a contract for corrective behavior. This contract should be written and signed by the student, field instructor, and faculty field liaison. (*Field Education Manual*, p. 23)

Although this usually leads to resolution of performance problems in field, the *Field Education Manual* (pp. 23-24) goes on to outline both the grounds for a decision to terminate a field internship and the process to be followed.

Termination of a Field Assignment

In rare instances the field instructor, faculty liaison, and co-directors of field education may decide that it is in the best interest of all parties for the student to discontinue the field internship. This may occur when a problem arises that cannot be resolved through the normal field education resolution procedures. Examples of the basis for such a decision include the following:

1. A student fails to maintain at least a 2.6 (N.C. A&T) or 2.5 (UNCG) overall gradepoint average. The appeal process *does not* apply for substandard academic performance.
2. Poor adjustment in the field educational process for the profession. The problem identified may be in the demonstration of social work knowledge, values, skills, cognitive and affective processing abilities, or the emotional maturity necessary for entry-level practice.
3. The student, faculty liaison, or field instructor acknowledges that the selection of social work as a major was inappropriate and recommends the removal of the student from field.
4. Non-compliance with the NASW *Code of Ethics*.
5. A student has not complied with requirements of a corrective plan.
6. The agency has not been able to provide an appropriate educational experience.

Any violation of stated agency, university, or program policies and/or procedures may also result in the termination of the field internship. The agency or universities may initiate termination of the field internship prior to the end of the semester. The following procedure will apply:

1. Written notification of the desire for termination, including explicit reasons, must be prepared by the party initiating termination. Copies should be sent to the student, field instructor, other appropriate agency personnel, faculty liaison, and co-directors.
2. The faculty liaison may schedule separate conferences with the student, field instructor, and other appropriate agency personnel to ascertain the validity of the termination request.
3. The faculty liaison will have a joint conference with the student, field instructor, and other appropriate agency personnel to discuss the request.
4. If necessary, additional conferences may be called prior to the decision.
5. After consultation with the faculty liaison, the co-directors will decide whether the internship should be terminated.
6. The student is notified of the decision, and it is recorded in the student's record. The faculty liaison informs the field instructor and agency, in writing, of the decision reached.
7. The student must complete the termination process in the internship. This includes administrative requirements and termination contracts with assigned clients.
8. The student will be informed in writing of the specific reasons for the

termination, the appeals procedures, and the right to appeal.

When a student has been terminated from a field placement due to unprofessional behavior and/or impairment the Co-Directors of Field Education decide whether to reassign the student to a new internship immediately. If the co-directors of field determine that the student should not be reassigned (e.g., should be terminated from the field program), the co-Director of the campus where the student matriculates brings the matter to that BSW Director to determine what, if any consequences, the student will face in the BSW Program. Students can appeal a decision to be terminated from the field program by following the process outlined in the *Field Education Manual* (Appeal and Grievance Procedures).

Appeals Process for Suspension/Dismissal Due to Unprofessional Behavior or Impairment in the Classroom

When students are suspended or dismissed from the program because of unprofessional behavior or impairment in the classroom, they have the right to appeal such decision as outlined below:

1. Within five (5) business days (8am-5pm, Monday-Friday) of receiving the written letter regarding suspension or dismissal, the student must make a written request for an appeals hearing to the Director of the BSW Program.
2. The Director will assemble a BSW Appeal Review Committee which will consist of three persons to hear the appeal. The Appeals Committee will consist of one (1) current BSW student and two (2) BSW faculty members. The Director will designate one BSW faculty member to serve as the Appeals Committee chair. The faculty member who initiated the suspension/dismissal process will not be eligible to hear the appeal but may present written information and/or supporting documentation. The Director or designee will also attend this meeting.
3. Within five (5) business days (8am - 5pm, Monday - Friday) from the time that the Director(s) receive(s) the student's written request for an appeal, the Committee will select a date and place for the hearing. The Chair of the Committee will notify the student of date of the hearing in writing or via email to the last known and updated address for the student on file with the BSW Program.
4. During the hearing, the student will have an opportunity to present information and/or supporting documentation as to why the decision of the BSW Program regarding suspension/dismissal should be changed. The burden of proof that this decision should be changed will rest with the student.
5. The student may involve an advisor/support person of his/her choice, including an attorney. The student may consult with this advisor/support; however, the student must be the sole author of all written material presented to the Committee, and any advisor/support person will not be allowed to speak for the student during the hearing.

6. Following the hearing the Committee will convene to review the actions taken against the student for unprofessional behavior and/or impairment and make a decision to uphold or overturn the suspension/dismissal from the BSW Program. The Committee will base its decision on the oral and/or written evidence presented at the hearing.
7. A simple majority of votes of the Committee present at the hearing will decide whether the appeal is upheld or overturned. The Chair of the Committee will provide a written report of the Committee findings and decisions and the reasons for those findings and decisions (hereinafter “Committee Report”) to the BSW Program Director.
8. The BSW Director will provide the student a copy of the Committee Report within three (3) business days (8am - 5pm, Monday - Friday) after their receipt of the Committee Report. The BSW Director will also place a copy of the Committee Report in the student’s file. The BSW Director will notify the BSW faculty and other relevant professionals (e.g., field instructor) of the Committee’s decision.
9. The Committee Report decision is final, and no further appeal is allowed.

Complaints and Grievances

Students have the right to make complaints and/or grievances regarding concerns other than grading, e.g., faculty capacity, fairness, discrimination, equal treatment, etc. If a student wishes to make a complaint or grievance, he or she should follow the process below:

1. Speak directly to the person or persons involved in the situation and attempt to come to a mutual resolution. If this does not resolve the complaint or grievance, then proceed to step two below.
2. Speak with the faculty advisor if appropriate or to the BSW Program or Field Director(s) and provide a written summary of the complaint or grievance. If this does not resolve the situation then proceed to step three below.
3. Speak to the Department Chair and provide a written summary of the complaint or grievance including the steps you have taken prior to contact with the Chair. If this does not resolve the situation, then proceed to step four below.
4. The Chair will advise students regarding appeals to the Dean level on a case-by-case basis

Academic Integrity

Academic integrity is paramount to academic success and professional development. At no time should any student engage in any form of plagiarism or other dishonorable academic activities such as cheating. Students are responsible for becoming familiar with campus policies pertaining to academic honor and integrity and for indicating that they have abided by these policies by signing an honor pledge for all work submitted. The UNCG *Academic Integrity Policy* is online at <https://osrr.uncg.edu/academic-integrity/>. Students should recognize their responsibility to

uphold academic integrity and to report apparent violations to the appropriate persons. Should a violation of academic integrity be suspected, faculty and students will follow the policy and procedures of the University.

NASW Code of Ethics

Students in the BSW Program are expected to adhere to the values and standards for practice delineated in the *NASW Code of Ethics* which can be found in the *Joint Field Education Manual* and at the following web site: <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>. BSW faculty and field instructors will review these standards in specific detail both in the classroom and field.

National Association of Black Social Workers *Code of Ethics*

Students can consult the website at <https://nabsw.site-ym.com/> for more information and details on the standards for social work practice that have been delineated by this organization.

NASW Practice Standards and Guidelines

NASW Practice Standards and Guidelines can be found at:
<https://www.socialworkers.org/Practice/Practice-Standards-Guidelines>

Alcohol, Illicit Drugs, and Weapons Policy

The BSW Program, along with the University, encourages all students who drink to use alcohol responsibly and within the limits of the law. The BSW Program does not tolerate the use of illicit drugs and will act according to applicable laws regarding the use of any illicit substance. The BSW Program does not tolerate the use of weapons outside the provision of current law related to the use or possession of weapons.

Should a situation arise that involves the illegal use of alcohol or the use of illicit substances or the use or possession of weapons outside the boundaries of current law, legal action will be pursued in accordance with current law.

For further information about University policies related to these matters please refer to the following:

https://policy.uncg.edu/university-policies/illegal_drugs/
<https://policy.uncg.edu/university-policies/weapons/>

Adverse Weather and Campus Closure Policy

When weather conditions such as ice or snow make it difficult to travel to or remain in class, the university chancellor will request that local media broadcast campus closure as a public service message. If you have a question about whether classes are delayed, canceled, or if UNCG is closed, call (336) 334-4400 or (336) 334-5000.

Program Communication

It is important for students to stay abreast of events and announcements about program information. There are three major ways the program communicates with students: email, mailboxes, and bulletin boards.

Email

There is a list serve set up for all social work students so they can receive timely program information. There is also a list serve for seniors managed by the Field Director that communicates information about the field program. These emails will be sent to the email address assigned by the university where the student was admitted.

Student Mailboxes

All admitted junior and senior BSW students are assigned a mailbox in 264 Stone Building on the UNCG campus. This form of communication is used whenever program announcements, reference letters, or other materials from students' instructors need to be provided in a hard copy form.

Bulletin Boards

Check the bulletin boards in the department for activities, job opportunities, deadlines, and program news.

Phi Alpha Honor Society

The honor society for students in the BSW Program is Phi Alpha. Induction into the honor society is open to all BSW students who meet application requirements. A minimum overall grade point average of 3.5 is required for application to this honor society.

Interested students should submit applications to the Phi Alpha faculty advisor. An email is sent out to all students about the requirements, deadline, and application process. Students are required to submit an essay summarizing their service and leadership contributions that qualify them for induction into Phi Alpha. The induction ceremony is held annually; inductees' family members and significant friends are invited to attend.

UNIVERSITY FACILITIES AND SERVICES

Financial Aid

Students should check with the Financial Aid Office to determine if they are eligible for financial assistance. Students may be eligible for graduate assistantships and other forms of financial aid as they become available. There are a couple of scholarships designated for social work students and may be found on the School of Health and Human Sciences website:

<https://hhs.uncg.edu/scholarship/>

Library

BSW students have full use of and access to the UNCG library. The Jackson Library is located at UNCG and more information on this facility can be found at <http://library.uncg.edu/>

Health Services

Gove Student Health Center

The Student Health Service supports the mission of the University of North Carolina at Greensboro by offering comprehensive primary and preventive health care to students. Health care providers, including physicians, physician extenders and nurses, are available in the Student Health Services during regular hours (8 a.m. - 8 p.m. Monday-Friday; 9 a.m. - noon Saturday; 6 - 9 p.m. Sunday) to provide students with primary medical care, including gynecological and sports medicine. Appointments are encouraged and may be made by calling (336) 334-5334 or consult the website at <https://shs.uncg.edu/clinic/appointment>. Clinical support services include laboratory, x-ray, and pharmacy services. The Counseling and Testing Center offers brief individual, group, and couples' counseling and psychotherapy for students, provides crisis intervention and referrals to community agencies, and administers standardized educational testing.

While students can expect to receive comprehensive primary health care at the Student Health Services, some services must be referred to a hospital or specialist in the community, and these services are not covered under the Health Fee. Students are strongly encouraged to purchase comprehensive health insurance to protect themselves from the financial difficulties which often follow a serious illness or injury due to the high cost of medical care. A student health insurance policy is offered through the University to provide students with coverage for medical services and hospitalization.

UNCG Psychology Clinic

This clinic is located at 1100 West Market Street and is open from 8 a.m. – 8 p.m. Monday – Thursday and Friday from 8 a.m. – 7 p.m. Students can receive assessment and counseling services based on a sliding scale fee. Students should contact this clinic at (336) 334-5662 for more information.

Office of Intercultural Engagement

The Office of Intercultural Engagement, an integral part of the Division of Student Affairs, bases its philosophy on inclusion — fostering recognition and respect for the voices of *all* students. The Office contributes to the University's academic mission in providing student-centered programs that promote awareness of and respect for cultural diversity and offer opportunities to provoke thought and expand cross-cultural and inter-cultural knowledge. The Office strives to contribute to a community in which all students are empowered to recognize and act on one's social responsibility in relation to domestic and global issues. The Office also offers advocacy, programming and support systems to encourage students to realize the highest level of their potential, particularly as it pertains to the University's retention and graduation efforts of underrepresented student populations. The website can be located at: <https://intercultural.uncg.edu/>

Office of Accessibility Resources and Services

The Office of Accessibility Resources and Services (OARS) is committed to orchestrating the educational development of qualified students who have a physical or learning disability. Simultaneously, the staff continually works to improve the understanding and support of the total University community toward this end. Students are encouraged to be independent and autonomous individuals who know their learning strengths and develop appropriate coping strategies for academic success. OARS serves as a supportive psychological environment so those students may achieve their educational objectives. For more details, contact the OARS, 157 Elliott University Center, (336) 334-5440 (V/TTY) or visit the website at <http://ods.uncg.edu/>.

Writing Assistance

The University Writing Center, 3211 HHRA, offers individual assistance with planning, writing, or revising papers. BSW students may call (336) 334-3125 for information or an appointment, or drop in, bringing their work in progress with them. A friendly, specially trained undergraduate or graduate student writing consultant will talk with them about the assignment and ideas, read drafts, offer feedback, advice, and instruction as needed, and help find answers to questions. <https://writingcenter.uncg.edu/>

Recreational Opportunities

The Student Recreation Center (Leonard J. Kaplan Center for Wellness) is UNCG's recreation center. An innovative recreation facility for UNCG students, faculty, staff, and alumni located at 1301 West Gate City Boulevard. It includes a three-court gymnasium, elevated jogging/walking track, fitness studio, racquetball courts, and climbing wall. Other facilities include Rosenthal Pool, the Outdoor Recreation Fields, and a golf practice station. Activities offered include outdoor adventures, exercise classes, Yoga, T'ai Chi, intramural and club sports, and CPR and first aid classes. For information on schedules and activities, call (336) 334-5924 or visit the web site: <https://recwell.uncg.edu/kaplan-center/>

Bookstore

Books for courses are available at the UNCG bookstore located in the Elliot University Center:
<https://bookstore.uncg.edu/>.

Computing Services

Instructional and Research Computing Center (IRC), UNCG

At UNCG computer labs and instruction in computing are operated by the IRC offices. IRC staff are available to provide help with statistical programs, data entry programs, editors, programming languages, data management tools, and many other products. A wide variety of software is available. Each semester, the IRC provides workshops on a variety of topics. Workshop topics and times are available at the beginning of each semester through the IRC Office in 235 Bryan Building. Internet access can be gained through most computer labs across campus including a computer lab in 127 Stone Bldg.

The Center for Information Technology and Instruction (CITI) operates on the main floor of the Library, near the Circulation Desk. The primary purpose of this lab is to provide information and instruction for access to electronic information including Internet and multimedia materials. The Super Lab is located in the back of the main floor of the Jackson Library. The computers are available during the Library's operating hours. More information on computing services at UNCG can be found at <http://its.uncg.edu/> or by calling the technical assistance number at (336) 256-8324 which is open from 8am-5pm Monday –Friday.

E-Mail Accounts

UNCG uses the iSpartan mail system at <http://ispartan.uncg.edu/home>. Students are able to activate their accounts from a link on that page. Assistance may be obtained by contacting 6-TEC (336) 324-TECH (8324) or 6-TECH@uncg.edu.

Parking

Information can be obtained by contacting Parking Services at (336) 334-5681 or by going to the website: <http://parking.uncg.edu/>.

HEAT (Higher Education Area Transit)

Students can access transportation through the HEAT, a college and university transit service serving Greensboro residents and qualified students of six area colleges and universities. Visit <http://www.rideheat.com/> for more specific information on HEAT services including route information.

Student Employment Information

Students are encouraged to utilize the career services center as they prepare to graduate and search for employment. The career centers can also help students prepare resumes.

Career Services Center, UNCG, <https://csc.uncg.edu/> (336) 334-5454

When faculty become aware of employment opportunities this information will be conveyed to students via email.

APPENDIX A

Council on Social Work Education Generalist Competencies and Behaviors

CSWE Social Work Competencies and Component Generalist Behaviors

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice. Social workers:

- Make ethical decisions by applying the standards of the *NASW Code of Ethics*, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and codes of ethics as appropriate to context.
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication.
- Use technology ethically and appropriately to facilitate practice outcomes.
- Use supervision and consultation to guide professional judgment and behavior.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences.
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers:

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

Competency 4: Engage in Practice-informed Research and Research-informed Practice

Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice. Social workers:

- Use practice experience and theory to inform scientific inquiry and research.
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.
- Use and translate research evidence to inform and improve practice, policy, and service delivery.

Competency 5: Engage in Policy Practice

Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development. Social workers understand their role in policy development and implementation within their practice settings at the micro, mezzo, and macro levels and they actively engage in policy practice to effect change within those settings. Social workers recognize and understand the historical, social, cultural, economic, organizational, environmental, and global influences that affect social policy. They are also knowledgeable about policy formulation, analysis, implementation, and evaluation. Social workers:

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services.
- Assess how social welfare and economic policies impact the delivery of and access to social services.
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies.
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making. Social workers:

- Collect and organize data and apply critical thinking to interpret information from clients and constituencies.
- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies.
- Select appropriate intervention strategies based on the assessment, research, knowledge, and values and preferences of clients and constituencies.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration. Social workers:

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.
- Use inter-personal collaboration as appropriate to achieve beneficial practice outcomes.
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies.
- Facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Select and use appropriate methods for evaluation of outcomes.
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes.
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes.
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

Reference

Council on Social Work Education. (2015). *Educational policy and accreditation standards*. Washington, DC: Author. (pp. 7-9)

Appendix B
BSW Course Descriptions

BSW Course Descriptions

215 Introduction to Social Work (3:3)

Introduction to social welfare programs and social work practice. Topics include: social problems confronting society; societal and community helping resources; social work practice in a changing society. Field observation required. (Fall, Spring & Summer)

250 Introduction to Social Work Data Analysis (3:3) Pr. or Coreq. SWK 215

Designed to introduce students to the application of basic statistics and data analysis encountered in social work practice. Topics include elementary descriptive and inferential procedures. (Fall & Spring)

310 Social Policy and Services (4:3:3) Pr. SWK 215; major or minor in social work
Examination and survey of historical development of the concept of social welfare; analysis of theoretical framework used to organize the study of social welfare services. Supervised volunteer experience required. (Fall)

311 Human Behavior and Social Environment (3:3) Pr. SWK 215 or permission of instructor
Emphasis on theories relevant to understanding and influencing change on the societal, organizational, group, and individual levels. (Fall)

315 Social Work, Diversity, and Vulnerable Populations (3:3) Pr. SWK 215; major or minor in Social Work

Examination and understanding of cultural and human diversity with focus on oppressed groups. Students will have the opportunity to learn about broad differences and likenesses among diverse populations and cultures. (Spring)

325 Research in Social Work Practice (3:3) Pr. SWK 215 and admission to major and Pr. or Coreq. SWK 250 or STA 108

Focus on social workers as both consumers and producers of research. Emphasis on using research for needs assessment, evaluation of social work interventions, and creation of new social work knowledge. (Spring)

351 Professional Skills (3:3:1) Pr. 215, 310, 311, and admission to major

Lecture-laboratory course to teach verbal and written skills necessary for conducting the helping interview and other related social work activities. Extensive use of simulated role play experience and instructor/peer feedback. (Spring)

400 Level Core Courses

Undergraduate social work majors may not enroll in a 400-level social work course unless they have completed at least 84 semester hours including SWK 215, 310, 311, 315, 325, and 351; or have received special permission of the instructor. Undergraduate social work minors must also have completed a minimum of 84 semester hours including SWK 215, 310, and 311; or receive permission of the instructor to take a 400-level social work course.

411 Social Work Methods I (3:3) Pr. admission to field instruction, Coreq. SWK 413 and 415. Majors only.

Emphasis on knowledge, values, process, and skills in social work practice and introduction to interventive methods. (Fall)

412 Social Work Methods II (3:3) Pr. 411, Coreq. SWK 414 and 416. Majors only.

Focus on development of social work practice skills emphasizing delivery of social services. (Spring)

413 Field Instruction I (5:0:16) Pr. admission to the social work major, completion of 215, 310, 311, 315, 325 and 351, and admission to field instruction; Coreq. 411 and 415

Educationally directed learning experienced by performing a range of activities related to entry level practice. (Fall)

414 Field Instruction II (5:0:16) Pr. 411, 413 and 415, Coreq. 412 and 416.

Continuation of 413. Emphasis placed upon extended application and evaluation in the practice environment. (Spring)

415 Field Instruction Seminar I (1:1) Pr. admission to field instruction, Coreq. SWK 411 and 413.

Critical review and analysis of application of social work theory in practice setting. (Fall)

416 Field Instruction Seminar II (1:1) Pr. 415, Coreq. SWK 412 and 414.

Continues critical review and analysis of social work theory in practice setting. (Spring)

Electives for Advanced Undergraduates

405 Environmental Justice (3:3). Interdisciplinary exploration of models that address social, economic, environmental justice concerns and their impact on community, economic, and environmental sustainability. Notes: Same as PCS 406.

410 (3:3) Selected Topics in Social Work

Opportunity for students to study in depth topic of special interest.

Pr. permission of instructor. May be repeated for credit when topic varies.

410 Selected Topics in Social Work (3:3) Pr. permission of instructor. May be repeated for credit when topic varies.

Opportunity for students to study in depth topic of special interest.

422 Comparative Study of Cross-cultural Social Work Practice (3:3). Pr. 215, 310, 311, 315, 325, 351. May be repeated for credit when topic varies.

Compares social work, social service programs, and social policies of the U.S. with those of selected other countries throughout the world, emphasizing services for families, children, and vulnerable populations. (Summer)

427 Human Services for Immigrants and Refugees (3:3)

A perspective on the history of immigration, its role in the U.S.A., immigrants in North Carolina, their process of integration, cross-cultural competency, and the challenges in services delivery to immigrants. (Fall)

430 Social Agency Program Development (3:3)

Organization of new agencies or those initiating additional services. Needs assessment, resource development, grant writing, agency operations, and relationships with funding agencies.

433 Restorative Justice: Theory and Models 3

Examines the principles and practices of restorative justice, evaluating the potentials and limitations of restorative methods and interventions in the US and internationally.

Notes: Same as PCS 433.

451 Special Problems in Social Work (1–3) Pr. requires written plan, permission of sponsoring instructor, and approval of department head.

Intensive, independent study of specialized topics.

454 Mental Health Social Work (3:3)

This course will provide knowledge and skills necessary for practicing effective social work with people who have mental illness and their families.

455 Substance Abuse and Social Work Practice (3:3) Pr. permission of instructor

Introduction to the issues of substance abuse and addiction and their impact on clients and their families. Social work assessment and intervention methods will be taught.

470 Social Services for the Aging (3:3)

Systematic study of social work approaches to providing services to the aging. Focus on current policies, services, and models of practice.

482 School Social Work (3) Pr. SWK 215, SWK 310, SWK 311, SWK 315, SWK 325, SWK 351, senior standing, and SOWK major. or permission of instructor.

Examination and understanding of school social work services with emphasis on professional standards, cultural sensitivity, accountability, and program planning.

484 Social Services for Children (3:3)

Designed for practitioners and students to provide knowledge for working with children and to teach strategies, techniques, and skills for effective treatment.

APPENDIX C

Unprofessional Behavior and Corrective Plan Form

BSW PROGRAM
Unprofessional Behavior and Corrective Plan Form

(When completed, this form becomes part of the student's permanent file.)

Date: _____

Student Name: _____

Email: _____

Faculty member raising concern _____

In what course? _____

1=Somewhat problematic; further growth needed

2=A significant concern

If all behaviors in a category are not of concern, highlight or circle those that do apply.

AREAS OF CONCERN	1	2	comments
Frequently absent from or tardy to class or leaves class early.			
Work performance does not meet minimal requirements or expectations; work turned in incomplete or late; unprepared for class.			
Not receptive to constructive feedback; does not take ownership of problems; blames others for shortcomings.			
Personal and/or religious beliefs interfere with acceptance of core social work values; unable to demonstrate core social work values; overly biased with personal viewpoints to the extent that there is insufficient openness to professional growth; risk of imposing these beliefs in practice.			
Inability to work in groups; does not carry fair load in the group; lack of collaborative skills in working with others.			
Disruptive behaviors in class, e.g., interruptive side conversations; inappropriately using cellphone or computer; monopolizing class discussion which bars others from contributing and impedes instructor's ability to conduct class, etc.			
Overly argumentative, rude, or disrespectful about grades received.			
Excessive personal sharing without respect to boundaries.			
Sleeps during class or engages in other inattentive behaviors.			
Disrespectful in discussing sensitive issues, such as diversity; insensitive to the feelings or needs of others.			
Mental health problems interfere with functioning.			
Evidence of substance use that affects functioning.			
Dishonesty.			
Lack of self-control, lack of awareness of social cues			
Lacks initiative in completing work; little evidence of responsibility for own learning, etc.			

AREAS OF CONCERN	1	2	comments
Evidence of volatility/violence towards self or others			
Boundary issues.			
Poor oral or written communication skills; poor grammar; inability to articulate points in a professional manner; overuse of informal language in written assignments.			
Inappropriate attire.			
Personal problems and issues interfere with learning and performance.			
Inability to form healthy and/or productive relationships with others			

Short narrative that further elaborates concerns:

Plan for Corrective Action:

Student response:

These concerns were discussed with the student, and the student was provided a copy of this document.

Student signature _____

Date:

Faculty signature _____

Date:

BSW Director Signature _____

APPENDIX D

STUDENT ACKNOWLEDGEMENT AND ACCEPTANCE OF PROCEDURES AND POLICIES



THE UNIVERSITY of NORTH CAROLINA
GREENSBORO

*School of Health and Human Sciences
Department of Social Work
268 Stone Building
PO Box 26170, Greensboro, NC 27402
336.334.5147 Phone 336.334.5210 Fax*

Turn this form in with your application to the Social Work Major

I _____ have read this manual. Furthermore, I agree to the policies and procedures outlined here as guidance for my participation in the BSW Program.

I also understand that my final year of the social work program I am required to be a full-time student. The UNCG social work program is not a part-time, evening or online degree program. I will be expected, during my final year, to be in a Field Placement 16 hours a week (generally on Tuesday & Thursday), Seminar course every other Wednesday, and a Methods course each semester along with a 500-level social work elective. This is in addition to whatever other courses I may have to complete to graduate.

Student Signature and Date